

Kids Greening Taupō

A Collaborative Community Education Programme



Strategic Plan

2020 - 2023

Vision

All Taupō children are learning and taking action for our native plants and animals.

Mission

Kids Greening Taupō enables young people to participate in real life projects with opportunities to connect in a culturally responsive way to their local environment and community, increasing biodiversity, student leadership and educational outcomes, and shaping the future of our Place, now.

Values

Connectedness Kaitiakitanga Student-led Sustainability Tikanga

A collaborative community education programme

Kids Greening Taupō (KGT) is an environmental education programme that connects schools to an authentic teaching and learning context based on the work of Greening Taupō, a community led conservation project aiming to improve the town's environment for people and native wildlife. KGT provides the link between local schools and Greening Taupō. With help of community partners, KGT enables students to actively be involved with restoration projects and supports teachers to integrate cross-curricular teaching and learning programmes through this real-life context.

Several key principles underpin the KGT programme:

- authentic teaching and learning contexts,
- collaboration – across year levels, between schools and with the wider community,
- student led – an ethos of students being in the 'driver's seat',
- vertical approach – a continuous and cross curricula learning journey, and
- teacher professional development and support.

KGT was initiated in late 2014 after a visit to Te Anau to learn from the Kids Restore the Kepler project. In September 2014, five education organisations (2 early childhood centres, 2 primary schools, and 1 secondary school) committed to a pilot programme, through which a number of evaluatory reviews were undertaken in relation to programme development over a course of three-year period.

Since then a rolling model has been implemented through which all kindergartens and schools

within Taupō Town have access to the KGT coordinators and ‘greening’ opportunities. Additionally, KGT is a key driver of the Taupō Environmental Education Collaborative through which the district’s environmental educators collectively work together to provide environmental and conservation education opportunities for rangatahi and their whanau, and teachers.

Goals

KGT’s overarching goals are:

Education goals:

- To support educational organisations to provide students with authentic opportunities for engaging in restoration and conservation projects.
- To support the development of student leadership and agency.

Environmental goal:

- To increase biodiversity in the Taupō District.

Collaboration goal:

- To support meaningful collaboration across participating organisations and stakeholders.

Cultural goal:

- To incorporate culturally responsive pedagogy into programme development.

Organisational structure

KGT’s organisational structure is represented in Figure 1. The education organisations are the ‘heart’ of KGT, working together with each other and community partners to meet the KGT goals.

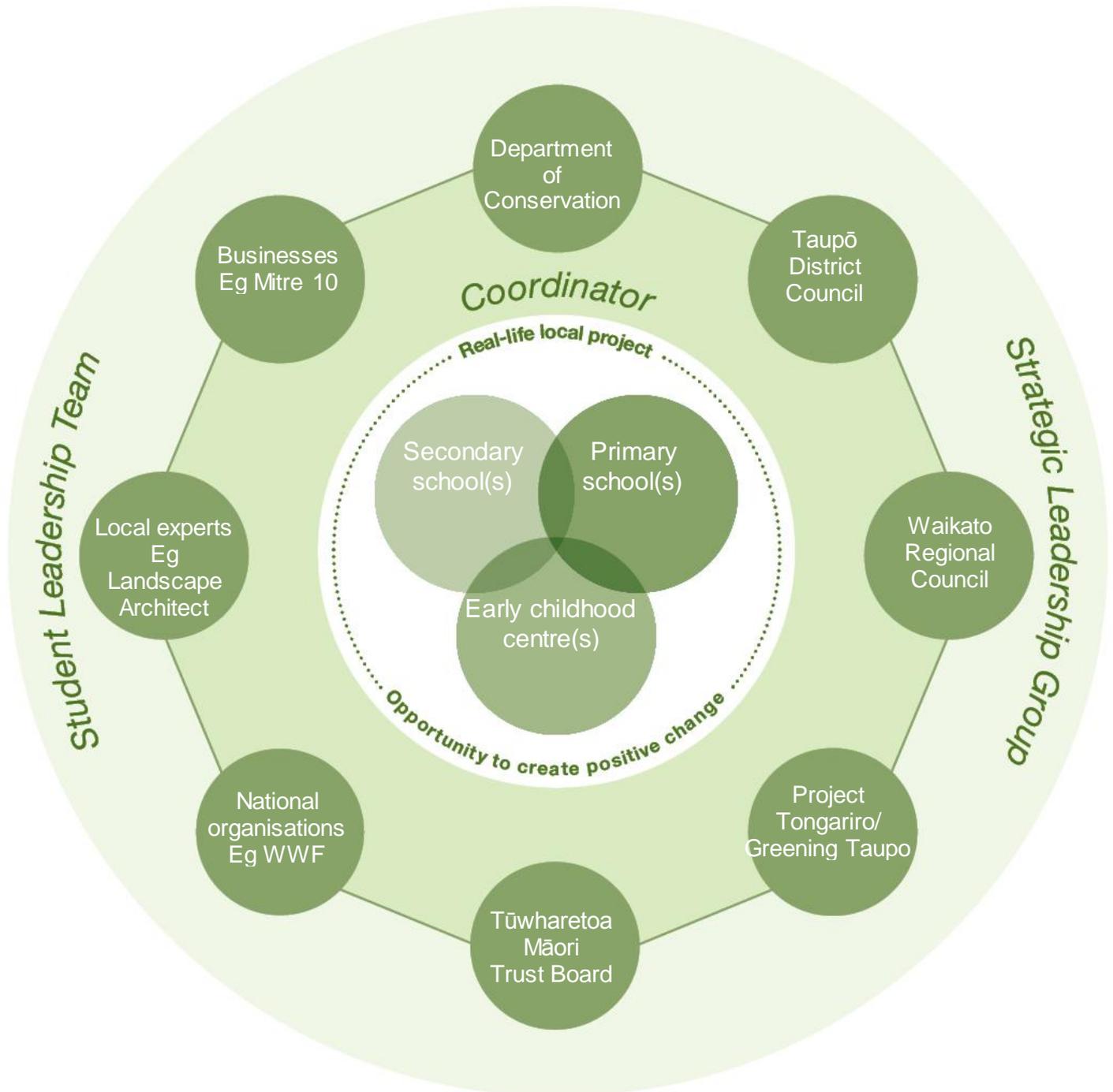
Strategic leadership of KGT is provided by the **Strategic Leadership Group (SLG)**, which includes representatives from each community partner as well as the education organisations.

The **Student Leadership Team (SLT)** is comprised of student representatives (Yrs 6 – Yr 13) from throughout the district as an extra-curricular activity, selected through an annual application process.

The **Education Coordinators** are key to facilitating interactions between the education organisations and community partners to achieve the programme goals. The roles are administered by Project Tongariro, and currently funded by BayTrust (2 X coordinator roles of 30 hours/week each).

Each participating school has the opportunity to nominate a team of **Rangers**, another key component of the KGT programme (but not shown on Figure 1). Student rangers are upskilled by the Coordinators to become the school’s restoration experts, as well as significantly contribute to community events through support by their parents/caregivers.

Figure 1. KGT's Organisational Structure



Key strategic roles

Programme strategy development and leadership by two important groups:

1. The Strategic Leadership Group – comprised of representatives from partnering organisations.
2. The Student Leadership Team – nominated students from participating schools.

The Coordinator role is essential to facilitate interactions between the schools and community partners to achieve the programme goals, as identified in the strategy.

Kids Greening Taupō

A Collaborative Community Education Programme

Action Plan - 2020

2020 Milestones

These milestones have been developed from the Kids Greening Taupō goals as outlined in the Strategic Plan.

Milestone Name	Activity	Aims / intended outcomes
Restoration projects and opportunities	Develop and/or participate in local restoration projects	Teachers, with assistance of the Education Coordinators as required, use the CCEM Teacher Guide to utilise the restoration projects for teaching and learning based on an authentic context.
SLT projects	Children and young people participate and lead conservation projects and events to promote the vision and work of Greening Taupō	Under the guidance of the Education Coordinators, students work together and with community partners to project manage, lead, and evaluate the development of projects/events such as the Spa Park community restoration project.
Teacher professional development	Maintain on-going communication with participating teachers and provide teacher workshops	With the support of community partners and the Environmental Education Collaborative, develop teacher confidence and capabilities in conservation education (e.g. Māori perspectives, plants and propagation etc.) and share successes and learnings within the KGT community.
Supporting GT vision	Schools participate in ecological restoration and increase community awareness and participation	KGT contributes to the vision of Greening Taupō.
Opportunity for wider community participation	Whanau Conservation Event Series and Conservation Week	With the support of community partners and the Environmental Education Collaborative, deliver a family-friendly event series that support the visions of KGT and GT.
Operational strategy	Align additional programme work with pre-determined goals	Annual goals are outlined in operational plans, pertaining to H&S, funding, awards, communications, and equipment library.

Monitoring and evaluation

The success of the KGT programme will be evaluated annually through four key processes:

1. Establish a library of media, photos, video clips and case studies, illustrating evidence of KGT goals being achieved,
2. Maintain a database of restoration outcomes,
3. Coordinator reports (aligned to key milestones) are presented to SLG quarterly; and
4. Annual collection of feedback from participants of KGT, including a pre and post questionnaire taken by all participating student leader at the start and completion of the school year.

Every year, the findings of these four key processes will be collated by 1 December and used to inform the SLG/SLT with regards to potential opportunities and changes to programme development for the upcoming school year.

Roles and responsibilities

Education Coordinator

In general, the Education Coordinators are expected to:

- Actively manage the programme's H&S policy and guidelines.
- Oversee funding initiatives, budget management and reporting to SLG, funders and sponsors.
- Build and maintain strong collaborative relationships to grow conservation interest, knowledge and skills for teachers and their students.
- Identify, plan and facilitate opportunities to realise the respective visions of KGT and GT and maximise community partner contributions.
- Assist teachers and their students to develop restoration projects and utilise for teaching and learning purposes based on the authentic GT context.
- Coach and develop teacher and student capability in conservation education and leadership, including the provision of specialist advice and resources.
- Assist the SLG with programme evaluation.

Participating education organisations

Current education organisations are identified in Appendix 1, which also provides a summary of their projects to date.

In general, education organisations are expected to:

- Identify KGT teacher representatives (including one member from a school's management team) who are key contacts for the Education Coordinator and will participate in planning meetings in Terms One and Four.
- Ensure representation at teacher professional development workshops and catch-ups with Coordinator (both held once per term).

- Plan and develop restoration project(s) within school grounds or within easy walking distance of school, and foster whole-school involvement.
- Remember to apply for Take Action Funds annually.
- Ensure KGT H&S policy aligns with their own respective school policy.
- Participate in annual evaluation feedback of the KGT programme, towards the end of each year.
- Nominate appropriate student representatives for the SLT/Ranger teams.

Participating community partners

Current community partners are identified in Appendix 2, which also details their contributions and their purposes for being involved (desired outcomes).

In general, community partners are expected to:

- Ensure on-going representation in the SLG, with the capacity to take an active role with regards to the group's Terms of Reference (see below).
- Ensure organisational contributions are made available as outlined in Appendix 2.

The Strategic Leadership Group (SLG)

The SLG includes representatives from each community partner, and also includes at least one representative from one of the participating education organisations. The group meets four to six times a year to support and assist the Education Coordinators as outlined below in the SLG Terms of Reference.

Additionally, some specific roles to assist the Coordinators has been identified as: SLG Meeting Chairperson and Secretary, and respective Champions in relation to education, restoration practice, funding and programme evaluation. The Chairperson and Secretary are responsible for the communication and running of SLG meetings, whereas respective Champion roles serve as a key contact for the Coordinator when seeking programme advice and support.

The Terms of Reference for the SLG is as follows:

The SLG will enable and support school-community interactions so that educational, conservation, and social outcomes can be achieved through culturally responsive approaches.

SLG will do this by:

1. Helping KGT to build connections locally, regionally, and nationally, and nurturing the relationships between KGT schools, community partners and other stakeholders.
2. Providing strategic guidance to KGT, principally through interactions with the Education Coordinator.
3. Supporting the Education Coordinator as required.
4. Supporting schools, primarily through the Education Coordinator, to ensure their ongoing commitment to KGT.
5. Supporting Project Tongariro as required with regards to applying for and administering

grant funding, including monitoring the Take Action Fund for fairness and equity in terms of the goals of KGT.

6. Reviewing the programme, at least annually, and using participant feedback to inform ongoing direction.
7. Initiating and supporting innovative approaches to KGT activities and pedagogies, for example, through securing external expertise.
8. Growing the KGT programme to include more schools, and sustaining growth
9. Helping the Education Coordinator to create and maintain a 'menu of expertise' – experts who could be called on to help with specific parts of the KGT programme.
10. Advocating for one or more shared, collaborative community projects to enable integrated, cross-age action involving KGT schools and community partners.
11. Supporting a wider communications strategy.
12. Attend quarterly meetings or arrange for a suitable replacement.

The Student Leadership Team (SLT)

The SLT includes representatives from schools throughout the district, selected through an annual application process. This role is an extra-curricular activity.

In general, the SLT is expected to:

- Collectively project manage, lead and evaluate the Spa Park project.
- Communicate/mentor Taupō children and youth about the purpose of GT/KGT and ways to become involved.
- Provide assistance for the collaborative conservation opportunities and Greening Taupō community planting days.
- Oversee the Take Action Fund.

Supporting documents

Several KGT programme development and operational documents underpin both the 2020-2023 Strategic and Action Plans. These are listed below and are available upon request.

- A Stakeholders Guide – A collaborative community approach to conservation education
- A Teacher Guide - A collaborative community approach to conservation education
- 2016 review document
- Kids Greening Taupō 2019 Planning Framework
- Kids Greening Taupō 2019 Operational Plans
- Kids Greening Taupō Education Coordinator – Person Specification
- Greening Taupō Scoping Document.

Appendix 1.

Educational organisations (as of January 2019)

Early Childhood

Four Seasons Kindergarten
Hinemoa Kindergarten
My Tree Hut
Laughton Kindergarten

Primary/Intermediate

Waipahihi Primary School
Taupo Primary
Hilltop School
St Patricks School
Taupo Intermediate

Secondary/Special Character/Kura

Lake Taupo Christian School
Tauhara College
Taupo-Nui-a-Tia

Interested - Early Childhood

Totara Top Kids
Best Start Abacus
Central Kids Waipahihi Kindergarten
Taupo Preschool

Interested - Schools

Mt. View Primary School
Tauhara Primary School

Appendix 2.

Community partners (as at January 2019)

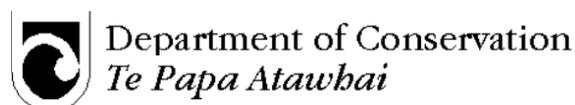
Community partner	Contribution	Desired outcomes
<p>Department of Conservation (DOC)</p>	<p>Member of SLG, providing input into KGT's strategic direction</p> <p>Administration for the SLG</p> <p>Office space for the Education Co-ordinator, some transport opportunities</p> <p>Funding for the Education Coordinator, through the Community Partnership Fund</p> <p>Practical advice and expertise in conservation goals and practices, and in other areas as required (e.g., comms, interview protocols)</p> <p>Practical advice in conservation education practice (including DOC's National Outreach and Education Coordinator, based in Taupō)</p> <p>Collaborative networks with other community partnership programmes across the country</p> <p>Potential funding opportunities</p>	<p>DOC's 2025 stretch goals:</p> <ul style="list-style-type: none"> - 90% of NZers' lives enriched through connection with nature - whanau, hapu and iwi are able to practice their responsibilities as kaitiaki of natural and cultural resources on public conservation lands and waters - 50% of NZ's natural ecosystems are benefiting from pest management <p>NZ to be predator free by 2050</p> <p>Conservation Education goal: Young people connect with nature and restore New Zealand's natural and historic heritage. They understand and value its contribution to their quality of life. The target is 1 million conservation kids by 2030.</p>
<p>Project Tongariro/ Greening Taupō (GT)</p>	<p>Member of SLG, providing input into KGT's strategic direction</p> <p>PT provides the administrative 'umbrella' of KGT, providing the necessary trust and charitable legal structure and H&S system.</p> <p>Coordination of community restoration programmes that KGT can access</p> <p>Links with TDC in relation to planting sites and grants for re-vegetation</p> <p>Community contacts and volunteers</p> <p>Practical advice and expertise in conservation goals and practices</p>	<p>Conservation outcomes as per the GT vision</p> <p>Conservation education among youth</p> <p>An expansion of the collaborative model of GT and strengthened relationships across the Taupō community</p> <p>Joint promotion of KGT alongside GT, e.g., in local newspapers and on their website</p>

<p>Taupō District Council (TDC)</p>	<p>Member of SLG, providing input into KGT's strategic direction</p> <p>Practical advice and expertise in conservation goals and practices, and in other areas as required (e.g., comms, district planning etc.)</p> <p>Practical advice and expertise regarding Government priorities, setting up community groups, and funding</p> <p>Access to Council-owned land for KGT projects, and information about any planned developments</p> <p>Provision of plants and access to the community trailer, van and possibly staffing) for KGT events</p> <p>Partnership grants (currently including Greening Taupō)</p>	<p>People using Taupō's reserves</p> <p>Restoration of Council land</p> <p>Support for Taupō's plan to be a UNICEF NZ Child Friendly City</p>
<p>Tūwharetoa Māori Trust Board</p>	<p>Member of SLG, providing input into KGT's strategic direction</p> <p>Cultural advice and expertise</p> <p>Annual funding contribution (5k in 2017/2018)</p>	<p>Young people connecting with their tūrangawae and learning to be kaitiaki</p> <p>Opportunities for leadership among youth who whakapapa to Tūwharetoa</p> <p>Connecting hapū with specific waterways and geographical areas</p> <p>Provision of teacher professional development opps to Te Kura o Hirangi</p>
<p>Waikato Regional Council</p>	<p>Member of the SLG, providing input into KGT'S strategic direction.</p> <p>Practical advice and expertise in conservation goals and practices, and in other areas as required. (Eg. Restoration, weed control, trapping)</p> <p>Linkages to be able to access other resources in the Taupo community to connect people who can help KGT.</p> <p>Potential funding opportunities Environmental intuitive funds, Enviroschools.</p>	<p>Youth connecting to the land, air and water, telling their success stories that restores and increases the biodiversity in Taupo District.</p> <p>Collaboration with others who share aligned priorities for the benefit of the local community.</p> <p>Integration between organisations working to improve catchment health</p>

Appendix 3

Key partners, funders and sponsors

Community Partners



Funders



Sponsors



Supporters

Quality Print
Trev Terry Marine
The Westervelt Company